Preparing for a CIDA Visit

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CRITICAL PATH

- UNDERSTAND
- ASSESS/EVALUATE
- DOCUMENT
- PREPARE
UNDERSTAND the program goals and mission, the curriculum and how the goals and program mission are achieved

UNDERSTAND each of the CIDA Standards and the Expectations associated with each Standard

UNDERSTAND the Outcomes associated with each Expectation
UNDERSTAND...

- AWARENESS
- UNDERSTANDING
- APPLICATION
AWARENESS

Awareness – familiarity with specified data and information that is demonstrated either in student work or in student interviews.

1)
UNDERSTANDING

Refers to a thorough comprehension of concepts and how they inter-relate. The student learning expectations associated with each Standard explicitly state whether understanding must be demonstrated in completed student work, or if it may be found through student interviews.
When the expectation reads, “Student work demonstrates understanding…” completed student work must evidence understanding. Student work is broadly defined to include all tangible work produced by students, such as projects, research papers, completed exams, class exercises, recorded presentations, etc.

2) When the statement reads, “Students understand…” the visiting team may also consider students’ answers to questions during site visit interviews as evidence. In some instances, students’ answers to questions during the student interview session may be the only source of evidence found that demonstrates the expectation is met.
APPLICATION

Refers to evidence students “can Apply/have Ability/are Able” to demonstrate competent entry-level skills in their completed student work.

Common examples of completed student work include, but are not limited to: Drawing and design communication such as matrices; bubble diagrams/schematics; sketches/drawings; Concept development; Exploration of alternative design ideas; Design refinement; 2 and 3-D basic creative work; Drafting; CAD drawings; Perspectives; Design proposals; Detailing and working drawings; Design research documents (programming documents, etc.); Business documents; Research papers; Completed and graded student assessments with compiled performance data; Student presentations (in-person or on video)
Engage Faculty, administration, alumni, the design community, externship employers and students in a self-study assessment of the effectiveness of the program.

From the findings of the self-study analysis, determine areas of strength within the program as well as the areas where improvement may be needed.
WRITE the Program Analysis Report (PAR) based upon the self-study findings and noting, in particular, how the program specifically meets each Standard in regard to each anticipated outcomes.

REFERENCE self-study specific information in the PAR making sure any statements made will be supported by evidence in the student work display or in some other way during the visit.
ORGANIZE relevant course materials into a student work display or exhibit.

- The student work display should be logically arranged following the sequence of the curriculum. Signs and labels should be used to provide an efficient way-finding device for the Visiting Team.

- Each class “kiosk” in the work display should include a COURSE BINDER, any TEXT BOOK(s) required for the course, and referenced examples of student work (as noted in the PAR). Student work should be labeled with the course name and number, the student’s name and the quarter or semester in which the work was created.
PREPARE...

- ORGANIZE binder content in a consistent way for each class as follows:
  - a.) A copy of the **current course syllabus**
  - b.) Copies of **projects/assignments, tests, quizzes, etc.**
  - c.) **Course Content**-lecture notes, hand-outs, PPTs, etc.
  - d.) Any **additional content** such as Faculty reflections, etc.
CONFIRM the details of the visit with the CIDA office and with the CIDA visiting team:

a.) Define and confirm the schedule of activities
b.) Arrange hotel accommodations, meals and transport
c.) Prepare an on-site work space for the visiting team
CONSIDER the following in regard to organizing work space for the CIDA site visitors:

a.) Adequate lighting, HVAC and work surfaces
b.) WiFi, basic office supplies and a dedicated printer
c.) Secured space with instructions for entry/lock-up
d.) Assortment of snacks and beverages
e.) Classroom or assembly space for interviews
INVITE Faculty, administration, students, alumni, externship employers and the design community to visit the student work display prior to the visit.

INFORM stakeholders what preparing for a CIDA site visit involves, what activities are associated with the on site CIDA visit and why their assessment input is so important.
ORGANIZE Faculty, administration and students for participation in interviews, and classroom observations during the site visit

ASSIGN key Faculty to assist in securing additional evidence should the CIDA site visitors request it during the visit
EXAMPLES...
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Welcome to SAND Diego and Design Institute! In lieu of a day at the beach, we hope you enjoy digging into our curriculum!
EXAMPLES...
QUESTIONS?

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